

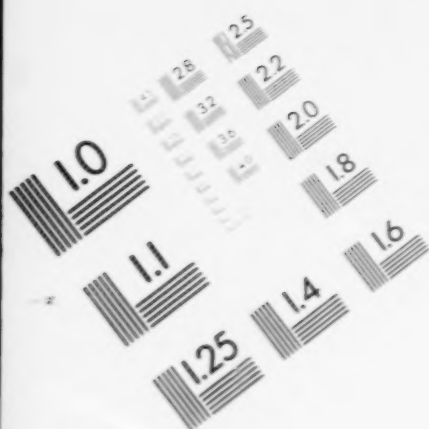


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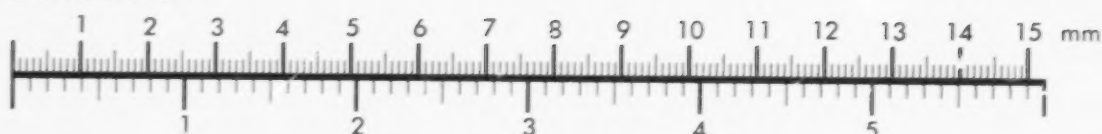
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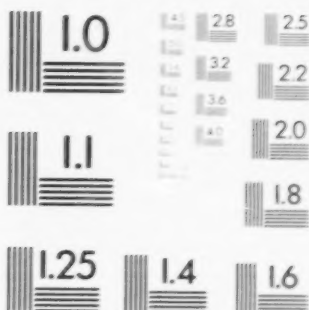
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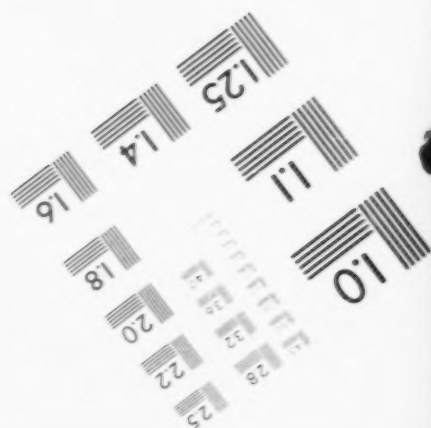
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AUTHOR Blackledge, Adrian
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ABSTRACT

This book examines how in a multicultural, multilingual society, schools must involve parents and community members in literacy teaching and learning. By building on existing literacy, schools can become catalysts in empowering children, families, and teachers. Collaborative literacy teaching and learning can be a positive force in redefining relations of power and enhancing social justice. The book presents a model of literacy teaching and learning based on the existing literacy of linguistic minority children and families. It describes a recent study of the literacy support practices of Bangladeshi parents in an urban setting in Britain as they tried to help their children become proficient in school and community literacies. The stories make clear the attitudes, expectations, and frustrations involved in the literacy learning process when majority culture educators attempt to involve minority culture parents in their children's education. The book's seven chapters are: (1) "The Social Process of Literacy"; (2) "Literacy at Home and School"; (3) "Parental Involvement in Children's Reading in Multilingual Contexts"; (4) "Bangladeshi Children's Reading at Home and School"; (5) "Involving Minority-Language Parents at School"; (6) "Multilingual Literacies at Home and School"; and (7) "Involving Minority-Language Parents in Policy and Practice." (Contains 153 references.) (SM)

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